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ABSTRACT

In this study of enrollment patterning in colleges of the Metropolitan Junior College District, major examination is undertaken of the impact of selected quantitative and qualitative factors on enrollment distribution in regional community colleges. This investigation is based upon an educational planning model derived from the theoretical framework of social demography and serves to describe patterning of college enrollment in terms of the sociocultural milieu of district community colleges. A review of the literature relevant to organizational growth and dynamics of two-year colleges in the United States was made. Findings include: (1) During a period of slow college enrollment throughout the nation, the Metropolitan District colleges have demonstrated the capacity to increase headcount and FTE enrollment; (2) Student utilization of parking facilities at the urban community colleges of the district approximates a rate of 57% over a one-week instructional period; and (3) Modes of student access to suburban community college facilities are somewhat limited. (Author/CK)

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ASSESSMENT OF COMMUNITY COLLEGE ENROLLMENT PATTERNING: A SOCIOCULTURAL ANALYSIS

REPORT S-105-73

METROPOLITAN JUNIOR COLLEGE DISTRICT — KANSAS CITY, MISSOURI

MJCD

OFFICE OF EDUCATIONAL DEVELOPMENT AND RESEARCH

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Abstract

In this study of enrollment patterning in colleges of the Metropolitan Junior College District, major examination is undertaken of the impact of selected quantitative factors (college location, regional transportation alternatives, and institutional parking facilities) and qualitative factors (student population characteristics, census population characteristics, and college environmental characteristics) on enrollment distribution in regional community colleges.

This investigation is based upon an educational planning model derived from the theoretical framework of social demography and serves to describe patterning of college enrollment in terms of the sociocultural milieu of district community colleges. A review of the literature relevant to organizational growth and dynamics of two-year colleges in the United States reveals an educational paradox: (1) the two-year college experiences effects of social change similar in form to those experienced by other types of educational institutions yet, contrary to the upper-level college, maintains the capacity to stimulate social change through its willingness to adapt educational programs and institutional structure to emerging social needs and (2) conditions of financial stringency and labor market constriction serve to moderate enrollment growth in two-year and four-year institutions of higher education; the effect of these phenomena is selective, however, as four-year colleges and universities currently face a problem of financial restraint on homogeneous student enrollment whereas two-year community and junior colleges currently experience a problem in development of institutional planning parameters for expanded and heterogeneous

student enrollment.

Findings of the study are stated in context with conceptual overtones of the educational paradox literature. Six major conclusions were formulated through analysis of statistical data. Specifically, it was found that:

1. During a temporal period when the general trend of enrollment in institutions of higher education is increasing slowly or stabilizing, member colleges of the Metropolitan Junior College District have demonstrated the capacity to increase headcount and FTE enrollment. Specifically, Longview Community College has experienced an increase in the 1973 spring semester enrollment (compared with the spring semester, 1972 enrollment) of 429 headcount units (17.3percent increase), Maple Woods Community College has experienced a decrease in headcount enrollment from 1613 to 1542 students (4.4 percent decrease), and Penn Valley Community College has experienced an increase in headcount enrollment from 4621 to 4978 students (7.7 percent increase).

2. Student utilization of parking facilities at the urban community colleges of the Metropolitan Junior College District approximates a mean percentage utilization rate of 57 percent over a one-week instructional time period. Ample parking facilities are available at all three colleges of the district as no more than 90 percent of available parking space is used at any one time during the instructional week. Data also indicate, however, that student utilization of college parking facilities varies according to time of day with maximum utilization occurring during the early morning and late afternoon instructional time periods and minimum utilization occurring during the early afternoon instructional time period.

3. Modes of student access to suburban community college facilities are somewhat limited due to the absence of well-developed suburban highway networks in the north and southeast sections of the greater Kansas City metropolitan area. Geographical access of the urban student population to institutional facilities at Penn Valley Community College is relatively unlimited as a result of urban thoroughfare locations in proximity to campus facilities.

4. Student access to district community colleges via metropolitan sustained public transportation facilities (bus, commuter service trams, etc.) is extremely limited. Limitations stemming from the absence of a fully developed public transportation system are most pronounced in service areas of the suburban community colleges and least pronounced in the service region of Penn Valley Community College. Approximately 98 percent of students enrolled at Longview and Maple Woods Community Colleges travel to campus by private car or auto pool whereas 81 percent of students

attending Penn Valley Community College use private means of transportation. Roughly 11 percent of Penn Valley students travel to campus by bus.

5. Characteristic differences exist between the district student population and regional census population relative to five sociological variables: sex, age, veteran status, education level of parents, and family income. Briefly articulated, the directionality of differences between student and census populations on each variable amount to the following: over-representation of the student population in the male sex category; 18 to 24 age group; non-veteran status group; and $0 to $5,999 family income category. Regional census population data indicate heavy concentrations of citizens in the following population subcultures in the Kansas City metropolitan area: women (52 percent of regional census population); citizens aged 35 and over (57 percent of regional census population); veterans (49 percent of regional census population; and citizens in the $9,000 and over family income category (59 percent of regional census population).

6. Minute differences are apparent between composite student profile data obtained for students enrolled in district colleges during the fall and spring semesters of the 1972-1973 academic year. Specific characteristics under investigation were defined as follows: sex, age, veteran status, father's occupation, father's income, father's education, employment status of students, and educational degree objective. Six characteristics (sex, age, veteran status, father's occupation, father's education, and employment status of students)exhibit insignificant variation among fall semester and spring semester student subgroups. Two remaining characteristics, family income and educational degree objectives, demonstrate marked variation in student response patterns between students enrolled during fall and spring semesters.

These conclusions led to the general recommendation that expanded institutional efforts need to be directed to the recruitment of non-traditional students into district colleges; a systems approach be utilized for the orderly development, articulation, and implementation of occupational education and community service educational programs in district colleges, and a facilities development plan be developed which will systematically account for modification of existing and new facilities to meet non-traditional student needs. Empirical recommendations of the study are delineated

in categorical form in the concluding section of the report and are advanced to education decision-making personnel in the Metropolitan Junior College District for purposes of articulation.

Richard L. Alfred

April, 1973

Introduction

The most striking recent structural development in higher education in the United States has been the phenomenal growth of the comprehensive community college. At the beginning of the 1960 temporal decade, total enrollment in community colleges approximated a number of 600,000 students. Over the course of the ten-year period 1960 to 1970, total enrollment in two-year colleges has increased threefold to a number of two million students, including both full-time and part-time students. Students enrolled in community and junior colleges currently account for nearly 30 percent of all undergraduate students and 25 percent of all students in higher education in the nation.

The relative newness and rapid growth of the two-year college has given rise to a number of questions. A majority of questions, such as those articulated by education decision-making personnel in terms of non-traditional goal objectives of the two-year college; organizational structure of the community-junior college; and institutional accountability of the two-year college relative to agencies of federal, state, and local control, remain largely unanswered. Furthermore, although a voluminous body of literature is available relative to organizational characteristics of the comprehensive community college, recent objective data are lacking. For example, among explanations offered for the rapid growth of community and junior colleges in the United States are the existence of diverse curriculum programs, open-admissions policies, geographical proximity to areas of dense population distribution, low tuition policies, and comprehensive community service programs. However, little, if any, up-to-date information is available with respect to empirical measurement of the effect of various institutional policies (i.e., admissions policy, tuition policy, and

degree requirement policy) and institutional characteristics (sex ratio of student body, size of institution, socioeconomic status of students, and transfer/technical institutional orientation) upon enrollment patterning. In addition, specific information is lacking relative to research assessment of student characteristics which may shape or distort student perceptions of the college environment. Few analyses exist of the diversity of individual and sociocultural characteristics of students and of their relationship to enrollment patterning in the comprehensive community-junior college. Yet such information would appear to be indispensable to education decision-making personnel in planning for future enrollment growth and distribution in community-junior colleges located in rural, urban, and suburban environments.

The Educational Paradox of the Community College

The status of the comprehensive community college as a "melting pot" for students stemming from diverse socioeconomic backgrounds as well as from disparate four-year college environments tends to reinforce its billing as the fastest growing educational institution in American society. In view of this perspective, the two-year college might be characterized in structural-functional terms as an educational paradox: By virtue of its status as an institution of higher education in a society committed to a principle of universal education, the comprehensive community college experiences effects of social change similar in form to those experienced by other types of educational institutions. Yet the two-year college commands a unique image in American society in terms of its willingness and capacity to adapt institutional structure to emerging social needs (i.e., political, economic, and familial needs in American society) before four-year college counterparts can respond in kind.

Therefore, the educational paradox of the two-year college is delineated in terms of its status as an institution inceptive of and responsive to social change. The process of social change is a dynamic process antecedent to structural transition in American society. Applied to the community-junior college in American higher education, it is an enabling process providing two-year institutions a socio-cultural milieu within which to accomplish maximum institutional change in response to looming social needs.

Community colleges in the Metropolitan Junior College District have, for the most part, been able to expand their facilities and resources during the 1960-1970 temporal period in order to accomodate rapidly increasing numbers of students aspiring toward two-year college education. Students, who for reasons of financial constraint, academic inability, personal aspiration, family obligation, or occupational mobility, have elected to enroll in colleges of the Metropolitan Junior College District in ever larger proportions until a total percentage of 16 percent of area secondary school seniors (N=5,687) in 1973 indicate probability of enrollment in the multi-college district.* The outlook for smooth absorption of additional numbers of students seeking higher education in district colleges in the 1970-1980 temporal decade is uncertain. A previous research report (Enrollment Projection Study: 1973-1974, Report S-103-72) cited a number of factors which might act as stimulating or constraining agents relative to enrollment growth and patterning among colleges of the Metropolitan Junior College District. Briefly, these factors are itemized in Tables I and II.

*This aggregate body of stud nts is representative of a sample of regional high school seniors who participated in an educational planning study conducted in the Metropolitan Junior College District by Arthur D. Little, Inc. during the Fall Semester 1972. The sample comprised 61 percent of the total high school population of 9,249 seniors enrolled in twenty-two high schools in the Kansas City metropolitan area.

Table I. Presentation of Stimulating Factors Relative to Enrollment Patterning in Colleges of the Metropolitan Junior College District

Type of Factor	Factor Identification
Stimulating Factors	1. Increasing costs at private liberal arts colleges and public state colleges and universities. 2. Opening of new facilities for member colleges of the Metropolitan Junior College District. 3. Development of new curriculum programs in member colleges of the Metropolitan Junior College District. 4. Reduction of veterans in the armed services. 5. Community agencies requiring new and additional services from area colleges. 6. Scholarship availability and increased federal and state funding for college financial aid programs. 7. Substantial investment in research and development in the Metropolitan Junior College District. 8. Status of the Metropolitan Junior College District as a legally defined physical-political-economic system encompassing the Kansas City metropolitan area school district.

Table II. Presentation of Constraining Factors Relative to Enrollment Patterning in Colleges of the Metropolitan Junior College District

Type of Factor	Factor Identification
Constraining Factors	1. Overall decrease in area high school senior enrollment for 1972-1973. 2. Reduced pressure from the government on military draft. 3. The "stopping-out phenomenon." 4. Development of competitive occupational-technical programs in private liberal arts colleges and public state colleges and universities. 5. Lowering of admission requirements at private liberal arts colleges and public state colleges and universities. 6. Lack of public confidence in higher education--college education is no longer an iron-clad guarantee for job procurement and higher income attainment. 7. The strength of labor market conditions and college degree acceptability. 8. Competitive recruitment from private liberal arts colleges and public state colleges and universities. 9. Possibility of increasing student costs at member colleges of the Metropolitan Junior College District. 10. Existence of costly educational programs with low student drawing power.

Two factors, financial stringency and labor market constriction, merit special consideration in terms of their status as stimulating and constraining variables having angular impact upon enrollment patterning in member colleges of the Metropolitan Junior College District. During the two-year period, 1966-1968, signs first became visible that serious stresses and strains would be encountered by institutions of higher education as a result of increasing federal, state, and local control over institutional finance arrangements as well as constriction of the general labor market stemming from diminishing recruiting efforts undertaken by business and industrial organizations. In the absence of increased federal and state sustenance for higher education, parents of students and citizens of the general tax-paying public will have to meet an increased proportion of the rising cost of education through greatly increased tuition and tax support. This phenomenon, of course, will serve to moderate student enrollment growth in rapidly expanding regional two-year colleges. However, a contrary effect is noted when attention is turned to the impact of increased financial stringency on four-year colleges and universities. Public universities and state colleges, given legislative appropriations that do not approximate rising expenditures linked with increased enrollment and educational cost, have been forced to establish invariable enrollment parameters (parameters relative to numbers of students extended opportunity for higher education attainment) for qualified students from various socioeconomic backgrounds. Furthermore, financial stringency has caused many private four-year institutions to raise tuition more frequently than has been their past practice. These increases, along with diminishing appropriations to state colleges and universities, have enhanced the difficulties faced by students and their parents in meeting rapidly rising costs at four-year institutions. At the same time, increasing student costs

adherent to four-year college education, have undoubtedly encouraged many students to seek enrollment in two-year community and junior colleges which more nearly approximate monetary standards of lower middle class and middle class families in American social structure. Therefore, although financial stringency does serve to limit enrollment growth among institutions of higher education in general, its effect is selective. Four-year colleges experience serious constrictions relative to entrance and absorption of entering students into the college environment whereas two-year colleges, always with limited public resources, face a similar problem but to a different degree. The problem faced by the community-junior college is a function of its demonstrated capacity to absorb increasing numbers of students beyond institutional limitations experienced in the separate realms of facilities and finance. In this vein, the question of financial stringency for the two-year college becomes one of financial alternatives for institutional expansion, not a question of institutional parameters for enrollment constriction.

A development equal in significance to financial stringency among agencies of federal, state, and local government in the last decade has been the shift in growth of the American economy from a production-oriented institution to a service-oriented institution. A by-product of this change has been the transition in form of the structural relationship between higher education and business and industry. Labor market changes, especially the deteriorating market for students attaining the baccalaureate degree, are having considerable impact upon patterns of undergraduate enrollment. There is growing evidence that the less favorable occupational market for college graduates during the 1970-1980 temporal decade will discourage growing numbers of college-age youth from entering higher education. Such shifts, of course, will not affect total

post-secondary enrollment, but only its composition. However, recent survey literature has indicated that although college graduates are not likely to be unemployed on any substantial scale, they will have to accept considerably less attractive employment opportunities than have been available on previous labor markets (Freeman, 1971; Withey, 1971; Carnegie Commission on Higher Education, 1971). Thus, ironically, the deteriorating job market for college graduates might well have the effect of impelling more high school graduates to go on to college (i.e., attend college to escape unemployment) than ever before.

Parallel in time to the gradual worsening of the labor market for college graduates has been a shift in relative numbers of job opportunities in various occupational fields. Previous research has demonstrated that students tend to adjust their choices of vocational endeavor to changes in supply and demand in specific occupational fields. Moreover, because demand is likely to rise quite rapidly in several technical fields (allied health, environmental control technology, and engineering technology) an increase in the number of students enrolling in occupational programs during the current decade is expected. Countervailing trends (i.e., labor market constriction and occupational program expansion) culminate once again in what has been described, for lack of a better term, as the "educational paradox" of the two-year college.

The universe of institutions of higher education, be it characterized in terms of the two-year community college organizational model or the four-year college and university organizational model, is subject to measurable economic effects stemming from a declining occupational market. Certain of these effects (diminishing enrollment in institutions of higher education, unemployment of college graduates, and overstaffing of American colleges and universities) are

viewed as a product of financial austerity among organizational components of the political-industrial complex in American society. However, the recent growth pattern of community and junior colleges indicates a contrary trend; two-year colleges demonstrate a trend of continuing enrollment growth, occupational program expansion, and institutional manpower expansion in response to market inflation of job opportunities for students graduating with a two-year degree. Therefore, although the community-junior college is equally susceptible, if not more susceptible (compared with the four-year college), to rapid fluctuation in the labor market, recent growth trends indicate that construction of new community-junior college facilities and implementation of new occupational education programs have progressed at a rate never before experienced.

The reasons underlying this phenomenon are readily apparent in the literature of higher education. Largely for historical but partly for economic reasons, there is a diversity in types of institutions offering general education programs in the United States, as well as marked institutional variation in occupational program offerings for college-age youth. The highest rates of occupational program enrollment are found in the two-year college. Indeed, enrollment in two-year college occupational programs rose from 5.4 percent of total undergraduate enrollment (in all institutions of higher education) in 1963 to 7.8 percent in 1968. Quite to the contrary, premium rates of student enrollment in general education programs are found in the four-year private liberal arts college and public state university where existence of comprehensive general education programs is a time-honored tradition. At a time when general education programs are diminishing in scope as an educational force for vocational life preparation of college-age youth, it is logical that the comprehensive community-junior college characterized by major

institutional orientation toward academic, occupational, and general education programs in preparation of students for vocational and social life pursuits will continue to experience enrollment increases in occupational curriculum programs up to the year 1980. This phenomenon, with major overtones for a general imbalance of enrollment patterning among institutions of higher education, might eventually culminate in a socioeconomic void between two-year and four-year institutions of higher education. On the one hand, continued expansion of two-year college occupational programs will result in undue size and unduly rapid growth. A "cult of gigantism" will develop wherein a concept of "larger" is evaluated as better and associated benefits of large size will be delineated in terms of a philosophy of increasing economies per scale. On the other hand, a number of private four-year colleges have diminished significantly in size over the past educational decade. The "cult of intimacy" characteristic of small private liberal arts college campuses between 1960 and 1970 is subject to academic limits; a critical mass of students is necessary for effective use of budgetary resources as well as breadth of application of curriculum programs. Therefore, it is necessary that two-year and four-year institutions of higher education carefully examine their growth plans; always with the realization in mind that similarities as well as dissimilarities exist between two-year and four-year institutions of higher education relative to their histories, their locations, their purposes, and their political realities.

Whether or not enrollment distribution among institutions of higher education will adhere to an even balance is a mute question. It is clear, however, that two factors, financial stringency and labor market status, will continue to differentiate ideal-type two-year institutions and four-year

institutions in terms of enrollment distribution. For many students college attendance is a function of commensurate balance between educational aspiration, financial possibility, and socio-educational background. The prospect of a higher status occupation then is by no means the only reason for attending college. The cultural advantages associated with college attendance, the enhanced social prestige attained through college experience, and the broadening of intellectual capacities acquired through higher education are factors which should contribute to the stabilization of existing enrollment rates even if conditions of financial stringency and labor market constriction cause a continual decline in the income differential associated with college education.

Despite recent evidence that community-junior college enrollments will continue to increase or at least stabilize over the current decade, it is clear that considerable variability exists among two-year institutions relative to enrollment distribution of students. Private two-year colleges, for example, do not serve the same constituencies as public two-year colleges and technical institutes. Furthermore, the socioeconomic backgrounds and characteristics of students vary according to type of institutional environment. There is considerable evidence that students originating from minority subcultures concentrate on higher education enrollment in the comprehensive urban community college as contrasted to the private junior college, suburban community college, or rural technical institute. Therefore, although student characteristics are not subject to change during college tenure, they do provide appropriate background information upon which research assessment can be made of educational involvement among specific student subcultures in diverse institutions of higher education.

Previous research has provided little information relative to the level

of educational involvement among selected population subcultures in the Kansas City metropolitan area. Certainly the argument may be advanced that there is wide variability in educational involvement among specific subcultures (i.e., citizen subgroups classified according to age, sex, occupational level, family income, educational level, and veteran status) in the regional census population. Inevitably some subcultures are underinvolved and some overinvolved in higher education in terms of local educational norms. It would seem logical that if diversity does exist among regional population subcultures relative to their level of involvement (enrollment status) in local institutions of higher education, then variation should exist among currently enrolled students with respect to their enrollment status in member colleges of the Metropolitan Junior College District on a semester-to-semester basis. In short, a question might be lodged with respect to change in qualitative characteristics of student enrollment over a temporal period of one year.

In view of several recently identified phenomena which affect the enrollment mix in community and junior colleges in the United States (i.e., the stop-out phenomenon, the diminishing pool of high school graduates, the increasing enrollment of minority students, and the changing labor market), it is understandable why a study on the sociocultural foundations of student enrollment patterning in regional community colleges of the Metropolitan Junior College District is important if colleges are to continue to meet community needs. Only through conduction of a detailed investigation of specialized determinants of enrollment distribution in regional colleges is it possible to depict the full range of factors (ecological factors, sociological factors, economic factors, and political factors) which affect educational involvement of local citizens in colleges of the Metropolitan Junior College District. Toward this

end, the more specific objectives of this study are delineated as follows:

1. To examine quantitative enrollment factors (headcount and FTE enrollment) for member colleges of the Metropolitan Junior College District on a comparative spring semester basis.

2. To identify and describe ecological factors which affect enrollment distribution in member colleges of the district.

3. To isolate and examine specific qualitative enrollment factors (i.e., student characteristics variables) which influence enrollment distribution in member colleges of the Metropolitan Junior College District on a semester-to-semester basis.

4. To isolate and examine particular socio-psychological factors (i.e., population characteristic variables) which separate the district student population and regional census population relative to educational involvement in member colleges of the Metropolitan Junior College District.

5. To establish projections of future enrollment tendency among specific subgroups of the regional census population; special concern is addressed to the need for development of advanced recruiting techniques germane to specific citizen subgroups of the Kansas City metropolitan area which, on the basis of demonstrable evidence, are under-involved in higher education in the Metropolitan Junior College District.

This report is prepared with three groups of readers in mind: First, education decision-making personnel currently involved in organizational structure in a regional and national spectrum of community colleges; second, two-year college research personnel currently apportioned responsibility for collection and interpretation of institutional characteristics data; and third, citizens of the general public connected to the two-year college in terms of such traditional role and status relationships as elected membership to local boards of trustees, professional membership in agencies of state-wide planning and coordination, and citizen membership in institutional advisory committees delegated responsibility for institutional policy formulation.

For the benefit of all three groups, the first section of the report presents briefly the growth and enrollment distribution of community colleges in the Metropolitan Junior College District. The introductory section serves as an overview of ecological factors which affect the growth and enrollment distribution of regional community colleges and as a summary of current enrollment trends in regional community colleges.

Section two describes characteristics of students who attend regional two-year colleges. Consideration is also given to the examination of selected characteristics of the census population in the Kansas City metropolitan area. Since the two-year college has developed under widely different conditions in various geographical regions (regions both internal and external to the Metropolitan Junior College District), it was considered essential to review general characteristics of the population pool from which regional two-year college students are drawn. Section two, therefore, contains a division discussing the extent to which various demographic characteristics are present in the regional census population together with the impact of these characteristics upon enrollment distribution in member colleges of the regional community college district.

The final section projects regional community college enrollment trends into the immediate years ahead. Consideration is given to major problems each college will experience given the continuation of current enrollment trends and conclusions are drawn relative to educational involvement of various population subcultures in the Kansas City metropolitan area over the five-year period 1973 to 1978.

Quantitative Enrollment Factors

Quantitative analysis of enrollment data for Spring Semester 1973 reveals a district-wide increase in headcount enrollment of 715 headcount units or 8.2 percent compared to a similar juncture in time during the 1972 Spring Semester. Specifically, Table III reveals that Longview Community College has experienced an increase (compared with Spring Semester 1972) in headcount enrollment of 429 headcount units from 2,477 to 2,906 students (17.3 percent increase) while Maple Woods Community College has experienced a decrease in headcount enrollment from 1,613 to 1,542 students (4.4 percent decrease) and Penn Valley Community College has experienced an increase in headcount enrollment from 4,621 to 4,978 students (7.7 percent increase).

Table III. FTE: Academic Year Periods, 1972-1973

	HEADCOUNT			FTE		
College	Spring 1972	Spring 1973	Inc. (Dec.)	Spring 1972	Spring 1973	Inc. (Dec.)
Longview	2477	2906	17.3%	2143	2317	8.1%
Maple Woods	1613	1542	(4.4%)	1321	1334	1.0%
Penn Valley	4621	4978	7.7%	3501	3773	7.7%
District	8711	9426	8.2%	6965	7424	6.5%

It is significant to note that during a temporal period when the general trend of enrollments in institutions of higher education is increasing slowly or stabilizing, member colleges of the Metropolitan Junior College District have demonstrated the capacity to increase headcount and FTE enrollment. The

reasons for such a phenomenon are many--ranging from the geographical location of regional college facilities to the socio-psychological makeup and socio-economic background of students attending district colleges. Recent literature, for example, has indicated that a phenomenon of time-phased completion and opening of a new inner-city community college campus should contribute to a moderate increase in enrollment (Carnegie Commission on Higher Education, 1970). This occurrence may offer a partial explanation for the enrollment increase experienced at Penn Valley Community College during the 1972 spring semester. Clearly, a highly visible and goegraphically accessible community college campus should stimulate enrollment growth among students who heretofore have encountered marginal educational facilities (i.e., limited space and outdated instructional facilities) as well as limitations of the faculty-student learning environment associated with inadequate educational facilities.

A manifest ecological variable, geographical access to the open-door community college, has been identified in previous research (Blocker, Plummer and Richardson, 1965; Carnegie Commission on Higher Education, 1970) as a potential determinant of enrollment patterning in institutions of higher education. Specifically, the question has been advanced in higher education literature: Does a phenomenon of restricted access to institutional facilities limit enrollment tendency among select subgroups of college students?* Research treatment of the concept of institutional access relative to member colleges of the district is considered below in terms of three demographic variables. The variables are defined as follows:

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*Used in this context, the concept "restricted access" is meant to refer to limitations stemming from geographical location, public transportation alternatives, and parking facility availability characteristic of regional community colleges.

1. parking facility availability - percentage capacity of available student parking space during the course of a five-day instructional week.

2. geographical location - physical location of regional community college facilities in the Kansas City metropolitan area.

3. public transportation alternatives - alternative modes of public transportation available to students enrolled in member colleges of the Metropolitan Junior College District.

The first variable, parking facility availability, is examined in terms of percentage capacity data relative to student utilization of parking facilities at the urban community college campus of the Metropolitan Junior College District. The data in Table IV reveal that student utilization of parking facilities at Penn Valley Community College over a one-week instructional time period approximates a mean percentage utilization rate of 57 percent.* Examined on a day-by-day basis, the percentage utilization data indicate that ample parking facilities are available as no more than 90 percent of available parking space is used at any one time during the week. Minimum parking facility utilization apportionments during the one-week period approximate a mean percentage utilization rate of 27 percent and are reflective of low student interest in instructional programs scheduled during the late morning and

*Mean percentage utilization statistics were tabulated for "maximum" and "minimum" facility utilization patterns according to the following formula:

(a) 35 total time frame/hours over a one-week instructional time period comprised the longitudinal period of observation.

(b) a "maximum" facility utilization pattern was defined as the average percentage utilization rate for the hourly time frame of greatest use during the instructional week.

(c) a "minimum" facility utilization pattern was defined as the average percentage utilization rate for the hourly time frame of minimum use during the instructional week.

Table IV. Percentage Utilization of Parking Facilities at Urban-Based Penn Valley Community College: Metropolitan Junior College District, Spring Semester 1973

Parking Space Utilization																								
Day/Period	7:30 a.m. N	%	8:30 a.m. N	%	9:30 a.m. N	%	10:30 a.m. N	%	11:30 a.m. N	%	12:30 p.m. N	%	3:30 p.m. N	%	4:30 p.m. N	%	Average Daily Facility Utilization Rate	
Monday	118	23%	229	45%	399	78%	505	98%	465	91%	--	--	335	65%	287	56%	2338	65%
Tuesday	252	49%	341	66%	386	75%	467	91%	424	83%	--	--	260	51%	87	17%	2217	62%
Wednesday	92	18%	309	60%	412	80%	513	100%	474	92%	--	--	327	64%	91	18%	2218	62%
Thursday	2	1%	58	11%	386	75%	372	73%	339	66%	--	--	189	37%	113	22%	1459	41%
Friday	126	25%	207	40%	410	80%	499	97%	474	89%	--	--	197	38%	101	20%	2024	56%
Total	590	--	1144	--	1993	--	2356	--	2176	--	--	--	1308	--	679	--	10,256	--
Average Hourly Facility Utilization Rate	118	33%	229	45%	399	78%	471	92%	435	85%	--	--	262	51%	136	27%	2050	57%

early afternoon academic periods of each day. These data would seem to signify a tendency on the part of students to alter daily institutional attendance patterns in favor of previously established personal commitments. Concerns articulated by students such as part-time employment, family responsibilities, community enterprises, and formally organized personal and social activities inevitably intercede between the relationship of student and college environment.

Parking facility utilization trends in evidence at Longview and Maple Woods Community Colleges, the suburban community colleges of the Metropolitan Junior College District, reveal a pattern of institutional attendance similar in form to that of Penn Valley Community College. Ample parking facilities are available to students but facility utilization rates differ between morning and afternoon periods of instruction. The reasons underlying this phenomenon relate, once again, to the nature and magnitude of student commitment to group and organizational activities external to the college environment. Paramount importance would seem to adhere to the observation that students who elect to "stop-out" or terminate their college education for brief or extended periods of time may do so in order to devote additional attention to extra-institutional spheres of activity (i.e., part-time employment, family responsibilities, community activities, etc.). At the present time this observation is under investigation as one hypothesis of a research study designed to identify and delineate substantive factors involved in student attrition.

When attention is focused on auxiliary factors (college location and public transportation alternatives) definitive of the relationship between institutional access and student enrollment patterning, research findings are vague and contradictory. On the one hand, a factor such as geographical

location of regional community colleges relative to major transportation arteries in the Kansas City metropolitan area is quite open to specification. Large urban thoroughfares are located in proximity to Penn Valley Community College whereas a converse circumstance is observable at Longview and Maple Woods Community Colleges. Student access to suburban campus facilities is somewhat limited due to the absence of well developed exurban highway networks in the north and southeast sections of the greater Kansas City metropolitan area. On the other hand, a factor such as public transportation alternatives available to regional college students is subject to immediate specification. At the present time public transportation facilities established in the service areas of district colleges permit urban college students simple access to Penn Valley Community College but restrict access of suburban college students to Longview Community College and Maple Woods Community College. Data implications stemming from this factor as well as data implications pertaining to geographic proximity of college-age youth to regional two-year college facilities will be discussed in the section that follows.

The range of geographic distance that students live from member colleges of the Metropolitan Junior College District is a major indicator of feasibility of institutional access and college enrollment patterning. The data presented in Table V are representative of a systematic overview of percentage distributions of male and female students residing at different distances from regional college facilities. A majority (76 percent) of the district student aggregate commute to college from within ten miles or less. A slightly higher percentage of male than female students attending Longview and Maple Woods Community Colleges report living more than ten miles from campus. A converse trend is observed for Penn Valley students as slightly more than 23 percent of

women report living ten miles or more from campus whereas the percentage distribution for men is 20 percent. A higher percentage (48 percent) of Penn Valley students, as compared to students enrolled in the suburban colleges, indicated residence within five miles of campus.

Higher percentages of students enrolled at Longview Community College report living within a range of eleven miles or more from campus than students enrolled in the other colleges. Of the all-district student population, slightly more than 40 percent of students report living within five to ten miles of their college of enrolment, 14 percent live eleven to fifteen miles from college, and 9 percent live over fifteen miles in distance. Approximately 2 percent of the district student population did not respond to a questionnaire designed to obtain data relative to commuting distance from college.

Table V. Percentage Classification of Commuting Distance to Campus for Students Enrolled in Member Colleges of the Metropolitan Junior College District: Fall Semester, 1972

	One-Way Commuting Distance									
College	0-5 Miles		6-10 Miles		11-15 Miles		15 and Over		Non-Response	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Longview	31%	30%	40%	44%	17%	16%	11%	8%	1%	1%
Maple Woods	41%	38%	37%	42%	12%	13%	10%	6%	1%	2%
Penn Valley	50%	44%	29%	29%	12%	13%	8%	10%	1%	4%
District	41%	40%	35%	35%	14%	14%	10%	9%	1%	3%

Additional evidence relative to feasibility of geographic access of students to regional community college facilities is available in the form of transportation methodology information.

Data pertaining to methods of transportation utilized by students for travel to college are presented in Table VI by percentage distribution of male and female students using several modes of transportation. Irrespective of the college of enrollment, most students (84 percent) drive their own car. The majority of students utilizing public transportation or riding in a car pool attend Penn Valley Community College. Higher percentages of male students than female students commute by bus, travel in a car pool, or use various forms of transportation other than their own car such as walking, motor bicycle or travel by free ride.

Table VI. Percentage Distribution of Students Using Various Modes of Transportation to Member Colleges of the Metropolitan Junior College District: Fall Semester 1972

	Mode of Transportation									
	Car Pool		Private Car		Bus		Other		Non-Response	
College	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Longview	4%	10%	94%	86%	.1%	.1%	1%	2%	.9%	1%
Maple Woods	2%	6%	96%	92%	-	-	1%	1%	1%	1%
Penn Valley	4%	6%	83%	68%	6%	16%	6%	9%	1%	1%
District	3%	7%	89%	76%	3%	9%	4%	6%	1%	1%

The greatest percentage of students using private cars attend Maple Woods Community College even though a higher percentage of students attending Longview Community College commute further (11 miles and over) to campus. Finally, it is significant to note that students enrolled in Longview Community College are more apt to use the car pool method of transportation than students enrolled in Maple Woods and Penn Valley Community Colleges.

A corollary analysis was conducted to investigate the possibility of a relationship between one-way commuting distance to college and alternative modes of transportation utilized by regional community college students. Data pertaining to this analysis is presented in Table VII in the form of a frequency distribution descriptive of the number and percentage of district students traveling various distances to college via four modes of transportation. Specifically, the data reveal that 5 percent of students enrolled in Longview Community College living with 5 miles of the college travel in a car pool, 93 percent drive their own car, .1 percent ride a bus, and 2 percent travel the distance by some other mode of transportation.

Table VII. Percentage Distribution of Students Traveling Various Distances to Member Colleges of the Metropolitan Junior College District Via Four Modes of Transportation: Fall Semester 1972

One-Way Commuting To College	Mode of Transportation			
	Car Pool	Own Car	Bus	Other
0-5 miles				
Longview	5%	93%	.1%	2%
Maple Woods	4%	94%	-	1%
Penn Valley	4%	71%	11%	12%
District	4%	81%	7%	8%
6-10 miles				
Longview	6%	92%	.1%	2%
Maple Woods	4%	95%	-	1%
Penn Valley	7%	79%	10%	4%
District	6%	87%	4%	2%
11-15 miles				
Longview	8%	90%	-	2%
Maple Woods	3%	95%	-	1%
Penn Valley	5%	83%	8%	3%
District	6%	87%	4%	2%
Over 15 miles				
Longview	8%	89%	-	2%
Maple Woods	5%	93%	-	1%
Penn Valley	8%	78%	10%	3%
District	8%	84%	5%	2%

Observation of the data also reveals that regardless of distance traveled, higher percentages of students attending Maple Woods Community College travel to campus by private car as compared to larger percentages of students attending Longview Community College utilizing the car pool method of travel. A similar percentage (approximately 11 percent) of students attending Penn Valley Community College use public transportation to commute to college. About 13 percent of the aggregate student body enrolled at Penn Valley residing within five miles of the campus travel to classes by some mode of transportation other than private car or bus. Clearly, these data are indicative of a limitation of access of the district student aggregate to suburban colleges. Public transportation facilities are largely unused by suburban college students and alternate transportation methods (i.e., car pool, private car, and other miscellaneous methods of transportation) are used by nine out of ten students. Quite to the contrary, students attending inner-city Penn Valley Community College experience fewer constraints relative to institutional access since a more diversified network of public transportation is available to selected subgroups of the urban student population. Implications of this finding are paramount in importance for understanding of the relationship between public transportation alternatives and institutional access and will be discussed in the summary and conclusions section of the study.

Qualitative Enrollment Factors

During the 1972-73 academic year, major institutional attention has been focused on the concept of student recruiting in American colleges and universities. Applied to colleges of the Metropolitan Junior College District, the mechanics of recruiting as a competitive socio-educational process undertaken in regional institutions of higher education have been subject to scrutiny by a cross section of education decision-making personnel.

Administrative review has been initiated relative to the entire spectrum of organizational components (institutional media services, counseling services, admissions services, financial aid services, etc.) and institutional subcultures (faculty, student personnel, and general administration) having direct or indirect bearing upon student recruitment. The results of this institution-centered examination of recruiting procedures and practices are apparent in data collected relative to quantitative and qualitative aspects of student enrollment.

Notation was made in Table III that quantitative facets of student enrollment (numerical parameters of headcount and FTE enrollment) measure up to an 8 percent increase in all-district headcount enrollment and a 7 percent increase in district FTE enrollment. Different in concept are qualitative indicators of student enrollment which comprise data obtained relative to selected characteristics of part-time and full-time students in regional community colleges. In brief, qualitative enrollment indicators are definitive of basic classification, demographic, intellective, and perceptual-attitudinal characteristics of students and their effect upon classification and representation of specific student subgroups within the general college population.

On the basis of comparison of 1973 spring semester student characteristics data with 1970 United States Census data for the Kansas City metropolitan area, it is readily observed that member colleges of the Metropolitan Junior College District represent a student enrollment pattern that is marked by incongruency between rates of educational attendance for students enrolled in district community colleges and citizen subgroups of the Kansas City metropolitan area census population. Table VIII reports the percentage distribution of district and census sub-populations according to five variables representative of basic classification and demographic aspects of population composition. Through

Table VIII. Comparison of District and Census Population Distribution Trends on Selected Criterion Variables Descriptive of Aggregate Population Characteristics: Spring Semester 1973

CHARACTERISTIC	Institutional Representation Metropolitan Junior College District Student Population		Census Representation Kansas City Metropolitan Area Population		Percentage Differential Between District and Census Populations
	N	%	N	%	(+ or -)
SEX					
Male	5019	57%	405,323	48%	+ 9%
Female	3850	43%	444,086	52%	- 9%
Total	8869	100%	849,419	100%	
AGE					
16-17	442	5%	29,998	5%	-
18-19	2701	31%	26,351	5%	+26%
20	734	8%	12,266	2%	+ 6%
21	587	7%	12,371	2%	+ 5%
22-24	1450	16%	41,632	8%	+ 8%
25-34	1969	22%	113,164	20%	+ 2%
35 + Over	940	11%	318,770	57%	-46%
Total	8823	100%	554,552	99%	
VETERAN STATUS					
Veteran	1924	24%	133,435	49%	-25%
Non-Veteran	6137	76%	136,858	51%	+25%
Total	8061	100%	270,293	100%	
EDUCATION LEVEL					
No High School	961	13%	17,683	11%	+ 2%
Some High School	1225	17%	27,270	17%	-
High School Grad	2463	34%	62,424	40%	- 6%
Some College (1 yr. or more)	2519	35%	49,025	31%	+ 4%
Total	7168	99%	156,402	99%	
FAMILY INCOME					
0 - 2999	1327	15%	15,854	7%	+ 8%
3000 - 5999	1833	20%	29,020	13%	+ 7%
6000 - 8999	2294	26%	43,686	20%	+ 6%
9000 - 11,999	1605	18%	48,909	22%	- 4%
Over 12,000	1897	21%	81,082	37%	-15%
Total	8956	100%	218,551	99%	

examination of three classification variables (i.e., age, sex, and veteran's status) and two demographic variables (i.e., level of education and family income) in terms of comparative percentage distribution in institutional and census sub-populations, it is apparent that the district student population is under-represented in the following population categories:

1. Female Status - A nine percent differnetial exists between female representation in the district student population as compared to female representation in the regional census population.

2. Adult Age Status - Census data indicate that citizens in the age groups 35 and over comprise 57 percent of the metropolitan Kansas City population. Conversely, institutional data reveal that 11 percent of the district student population fall into the age group 35 and over. A percentage differential of 46 percent is realized in terms of comparative data relevant to adult age group representation in the district student population as contrasted to the 1970 regional census population.

3. Veteran Status - College enrollment data reveal that 24 percent of students attending colleges of the Metropolitan Junior College District maintain veteran's status whereas a disproportionate percentage (49 percent) of citizen members of the 1970 regional census population maintain a similar status. The percentage differential between veteran's distribution in the district student population and general census population amounts to a net total of 25 percent.

4. Level of Education - Examination of educational attainment data collected for the district student population and 1970 regional census population reveals a 6 percent differential between secondary school completion rates characteristic of parents of students attending district colleges as compared to adult members of the metropolitan Kansas City census population.

5. Family Income - The data in Table VIII indicate that parents of the district student population are more heavily represented in the $0-$2,999 (+ 8 percent); $3,00-$5,999 (+ 7 percent); and $6,000-$8,999 (+ 6 percent) income classes than adult citizens in the 1970 regional census population. A converse trend is observed when consideration is extended to adult citizen representation in the higher income classes.

> Adult citizens in the 1970 regional census population are more heavily represented in the $9,000-$11,999 (+4 percent) and $12,000 and over (+ 16 percent) income classes than are parents of students enrolled in colleges of the Metropolitan Junior College District.

Quite to the contrary, adequate representation of the district student population is observed among students in the male sex category; students in the 34 and under age group; students in the non-veteran status group; students with parents who have attained either a pre-secondary or a college education; and students with parents in the low income ($0-$8,999) status group. This finding would seem to suggest a prevailing milieu of educational inequity among various subgroups of the Kansas City metropolitan area population. Specifically, educational inequity might be viewed as a phenomenon of unequal educational involvement demonstrated among various subgroups in the regional census population. These subgroups are identified according to the five control variables above. Under-representation of these subgroups in the district student population would appear to be a latent function of three major socio-psychological conditions:

1. Inappropriateness of college instructional programs to educational needs of women, adults over 35 years of age, and persons maintaining veteran's status in the greater Kansas City metropolitan area.

2. Absence of citizen interest in college educational programs which do meet expressed needs of particular subgroups in the Kansas City metropolitan area population.

3. Citizen reaction to a prevailing sociological condition in American society described in literature as the "public accountability failure" of higher education.

Ostensible data are in a process of evaluation which indicate that elements of these conditions have been internalized in selected subgroups of the regional census population. Social phenomena such as voter subversion of

of education-related bond and levy elections; formal and informal pressure for institutional change from community subgroups; and disaffection of the general public toward intangible or unmeasurable educational objectives articulated by regional colleges and universities, offer unmistakable evidence that a partial detachment of educational value systems has taken hold between particular citizen subcultures of the greater Kansas City census population and education decision-making personnel in parochial institutions of higher education. Detachment of this sort unfolding among education decision-making personnel and citizen subcultures of the regional census population may be defined, for lack of a better term, as divergence of dispostion toward public higher education. The social and educational dynamics associated with such a phenomenon have broadened and crystallized into a number of major educational issues which loom significantly for future growth and development of community colleges in the United States during the 1970's. Issues such as diminished educational enrollment, financial austerity, the stop-out phenomenon, weakened institutional morale, conflict between community expectations and institutional goals, divergence of student needs and institutional curriculum models, and the political accountability crisis currently facing institutions of higher education constitute a substantial challenge to education decision-making personnel in the two-year college. Never in the history of two-year college education in the United States have so many uncertainties surrounded the future course of growth.

The encroachment of several constraining factors (i.e., financial austerity, political accountability requirements, and institutional manpower requisites) on institutional growth in colleges of the Metropolitan Junior College District leads to the consideration of three important questions.

These questions pertain to the relationship between institutional goal perspectives, census population composition, and college enrollment patterning and are articulated as follows.

1. Given a condition of diminished enrollment growth in regional colleges, has enrollment composition in colleges of the Metropolitan Junior College District remained constant over a twelve-month period of time?

2. Under conditions in which attrition between fall and spring semesters in district colleges approximates a rate of 30 percent yet enrollment composition remains at a constant level, what characteristic differences might be attributed to new students enrolling at the midpoint of the academic year as compared to continuing students previously enrolled during the fall semester?

3. If enrollment composition in district colleges is subject to a constant balance of "traditional student subcultures" over the period of one academic year, what types of educational programs and institutional activities will be needed to attract "new citizen subcultures" from the regional census population to colleges of the Metropolitan Junior College District? The rationale for this question is developed from the observation that balanced population representation in college parallel, general education, occupational education, community service, and continuing education curriculum programs of district community colleges will serve to fulfill the compresehsive educational mission of the multi-campus two-year college system in the metropolitan Kansas City area.

Examination of data appropriate to historical trends in student enrollment composition in the Metropolitan Junior College District will comprise the basis for determination of enrollment stability in regional colleges. Appendix I presents data descriptive of basic classification, demographic, and perceptual-attitudinal characteristics of students enrolled in colleges of the district during fall and spring semesters of the 1972-1973 academic year. Data presented are frequency tabulation data summarized on a single-college basis as well as total-district basis. The eight student characteristics variables reported are determined by the availability of generalizable student characteristics data between two semesters of one academic year.

Minute differences are apparent between composite student profile data obtained for students enrolled in district colleges during the fall and spring semesters of the 1972-1973 academic year. When analysis is undertaken of variation in student profile data for the district student population over the period of two academic semesters, inconsequential variation between student sub-populations is noted for six of the eight characteristics under consideration. These characteristics (i.e., sex, age, veteran status, father's occupation, father's education, and employment status) comprise constituent variables of the basic classification and demographic data bases of the Metropolitan Junior College District and are demonstrative of enrollment constancy among regional student subcultures classified according to college of enrollment. The remaining two characteristics (i.e., family income and educational degree objective) exhibit marked variation in student response patterns between fall and spring semesters as revealed in frequency tabulation data. The following differences are observed between fall and spring semester student subgroups: (a) data pertinent to family income of students enrolled in district colleges during the 1972-1973 academic year signify a substantial decrease (-37 percent) in student non-response rate between fall and spring semesters; (b) increasing student representation in the $3,000-$5,999, $7,500-$9,000, $9,000-$11,000, and $12,000 and over response categories of the family income variable is noted between fall and spring semesters; (c) data collected relative to educational aspirations of students enrolled in district colleges reveal a decrease in student representation in the certificate degree and associate degree response categories of the educational degree objective variable between fall and spring semesters; (d) parallel in magnitude to a

phenomenon of decreasing student interest in higher education programs limited to certificate and associate degree attainment in colleges of the Metropolitan Junior College District is a tendency toward increasing student representation in the baccalaureate degree and master's degree categories of the educational degree objective variable between fall and spring semesters.

Clearly, the students entering district colleges during various points in the academic year tend to cluster toward a central normative set of student profile characteristics. The group of spring semester students, for example, is almost identical in composition to the aggregate of fall semester students enrolled in colleges of the district. It should be recognized, of course, that there is great variability in student composition within each college of the Metropolitan Junior College District, and from college to college. The composition of district college enrollments between academic semesters, however, is marked by a ritualistic pattern of college attendance among regional student subgroups made up predominantly of male students, students under 35 years of age, non-veteran students, and students from families of lower income status and marginal education attainment. This phenomenon has resulted in the curtailment of enrollment of non-traditional students in district colleges. The rationale underlying this observation is born of the idea that sustained proximity of traditional student subgroups to faculty and administration within a common institutional setting will inevitably culminate in the establishment of a constricted relationship between the institution and its adjacent community.

There is a certain amount of self-selection by students into colleges of the Metropolitan Junior College District. This process of selection is a function of student assessment of the "fit" between themselves and the

institution under consideration. Specifically, potential students may attempt to determine institutional fit through comparison of personal characteristics with characteristics of students already enrolled in district community colleges. In this way, the effect of "open-door" admissions policies adhered to by the colleges of the district is minimized as enrollment composition in each college may in large part be determined by citizen perception of institutional characteristics. Therefore, although characteristics of one college may be perceived in different ways by different members of the regional population, it would seem altogether likely that a self-fulfilling prophesy has developed among colleges of the Metropolitan Junior College District. As increasing numbers of "traditional" students have enrolled in district colleges, particular citizen subcultures in the Kansas City metropolitan area (i.e., female citizens, adult citizens over 35 years of age, veterans, and citizens of high income status and educational attainment), perceiving the absence of like students in regional college enrollments, have restricted their enrollment in two-year college instructional programs. It is probable that student and institutional characteristics interact to produce effects of accentuation and stabilization of institutional enrollments in the district colleges.

The question of differentiation in student characteristics over time is a recurrent one in this study of enrollment patterning in colleges of the Metropolitan Junior College District. Enrollment distribution is marked by uneven representation of regional citizens in campus instructional programs, dissimilarity of student characteristics in urban and suburban community colleges, and prevailing variability in regional citizens' perceptions of district college characteristics. Many citizens appear deterred from attending Longview, Maple Woods, and Penn Valley Community Colleges because of time-

hardened institutional sterotypes internalized in the regional census population. Indeed, data in Appendix I indicate that only two characteristics significantly differentiate students attending district colleges between academic semesters--a data trend which points to the segmentation and impermeability of student enrollment in colleges of the Metropolitan Junior College District. Further evidence of this trend is apparent in data collected relative to characteristics of students entering district colleges between fall and spring semesters of the 1972-1973 academic year (i.e., "new students") as contrasted to characteristics of students returning to regional community colleges following fall semester enrollment (i.e., "continuing students").

When analysis is undertaken of basic classification, demographic, intellective, and perceptual-attitudinal characteristics of "new" and "continuing" students in Longview, Maple Woods, and Penn Valley Community Colleges, nonparametric data reveal that only eleven of twenty-eight variables significantly differentiate student subgroups. The new students entering district colleges between fall and spring semesters of the 1972-1973 academic year are more advanced in age than continuing students, are married as opposed to single, are more apt to have completed military service than returning students, are predominantly enrolled in part-time instructional programs, and attend a greater number of evening classes than is characteristic of continuing students. Larger percentages of new students reside in a private home or apartment, have completed less than a high school education, aspire toward an associate degree or less, attend college primarily for reasons of vocational upgrading and personal pleasure, enroll in a two-year college because of need for proximity to work, and maintain limited or non-existent plans for transfer to upper-level colleges and universities. The differences between new and continuing students

described in terms of these variables are a reflection of the attractiveness of comprehensive educational programs to the two-year college student. At the same time, differentiation among student subgroups relative to profile characteristics demonstrates some degree of heterogeneity among elements of the student population. However, on seventeen of twenty-eight variables, differences between new and continuing subgroups are insignificant. Cluster variables such as socioeconomic status, intellective capacity, and occupational aspiration fail to differentiate students as the "new" student population adheres to a set of socio-psychological characteristics similar in composition to that adhered to by the "continuing" student population.

These finding emphasize once again the basic constancy of enrollment patterning in colleges of the Metropolitan Junior College District. Whereas national research findings indicate that rapid increases are taking place in enrollment of racial minority groups, adult students over thirty-five years of age, female students, students from middle-class socioeconomic backgrounds, students having military experience, and students with non-mobile educational aspirations, district enrollment data reflect unchanging numbers of students classified in "high visibility" student subcultures over a period of one academic year.* Only in the case of veteran students is evidence of college recruitment displayed as a 5 percent increase in veteran student enrollment is demonstrated between fall and spring semesters of the 1972-1973 academic year.

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*National research findings submitted to review were those included in studies by Cross, 1968; Carnegie Commission on Higher Education, 1971; Cross, 1971; and Bushnell, 1973.

The reasons underlying burgeoning enrollment of non-traditional students in American two-year colleges are many--ranging from a desire on the part of women aged twenty-five and over to resume formal education after their offspring have reached school age to the expressed intention of minority and economically disadvantaged students to elevate their occupational and economic status through higher education attainment. It is appropriate to observe, however, that based on enrollment trends defined in colleges of the Metropolitan Junior College District, regional two-year colleges have not yet begun to serve the educational needs of non-traditional student subcultures in the census population of the Kansas City metropolitan area. Empirical conclusions pertaining to this observation and their significance for district community colleges in the immediate future are the subject of discussion in the section that follows.

Conclusions

The research bearing on enrollment patterning in colleges of the Metropolitan Junior College District is sufficient to permit some generalizations about regional community college facilities and students enrolled and not enrolled in this dimension of higher education. While no single research study can lay claim to consideration of all variables descriptive of community college institutional characteristics and student population characteristics, the sampling biases of this study are moderated to some extent by the consistency of research findings obtained over alternative time periods of one academic semester and one academic year. Careful attention to what is known about students attending district community colleges as well as what is known about regional citizens not enrolled in district colleges will result in improved instructional programs to meet new and traditional educational needs.

Analysis of the significance of quantitative and qualitative enrollment characteristics for district community college development should provide parameters for various forms of institutional activity that might be undertaken as a means toward alleviation of educational inequities among citizen subgroups of the regional census population.

This concluding section, then, is an attempt to identify the knowns and implications of the characteristics of regional community college educational facilities and student bodies as they appear to exist in non-parametric enrollment data.

Educational Paradox of the Community College

* Known: By virtue of its status as an institution of higher education in a society committed to a principle of universal higher education, the comprehensive community college experiences effects of social change similar in form to those experienced by other types of institutions. However, the two-year college also commands a unique image in American society in terms of its willingness and capacity to adopt institutional structure to emerging social needs. Therefore, the educational paradox of the comprehensive community college is delineated in terms of its status as an institution inceptive of and responsive to social change.

  Implication: If the two-year community and junior college is to continue its development as the most rapidly growing segment of American higher education, it will need to enhance its status as an institution capable of immediate response to social change. Education decision-making personnel in community colleges should by necessity maintain the capacity for development and transformation of organizational components of the two-year college in response to changing needs of business, industrial, governmental, educational, and familial institutions in American society.

* Known: Financial stringencies and constriction of the general labor market has served to moderate normal growth in two-year and four-year colleges in the United States. The effects of these phenomenon are selected, however, to the extent that four-year colleges experience serious constraints related to financial feasibility and entrance of students to the college environment whereas two-year colleges, always with limited resources, face a contrary problem of control over institutional expansion, not a question of recruiting parameters for institutional stabilization.

Implication: Given a condition in which community colleges in the United States are faced with decreasing alternatives for financial support, tuition-based plans will have to be modified and agencies of federal, state, and local governments will have to assume an increasing share of two-year college financing. It is essential that community and junior colleges maintain tuition at a level substantially lower than that of regional four-year colleges and universities while at the same time extending maximum support to comprehensive occupational education programs and guidance services. Organizational policies should be developed to facilitate the transfer of students from the community colleges to public four-year institutions. Whenever public four-year institutions are forced, probably because of inadequacies of budgets, to reject students who meet admission requirements, top priority should be given to the transfer of these students to regional community colleges. There should be no discrimination against students transferring to and from community colleges in the allocation of financial aid.

*Known: The transition of the American economy from a production-oriented institution into a service-oriented institution will effect the post secondary enrollment composition of two-year and four-year colleges in the United States. There is growing evidence that a shift in relative numbers of job opportunities in various occupational fields is now taking place. Research has demonstrated that the students tend to adjust their choices of vocational endeavor to changes in supply and demand in specific occupational fields. Therefore, since the four-year college organizational model is designed primarily for preparation of students in graduate education and the professions, it is logical that four-year colleges and universities will experience the measurable effects of a declining occupational market and constrictive enrollment potential. Quite to the contrary, regional community and junior colleges demonstrate the trend of continual enrollment growth, occupational program expansion, and institutional manpower expansion in response to increasing market opportunity for students graduating in various occupational and technical fields (i.e., allied health, environmental control technology, engineering technology, mid-management technology, and business education).

Implication: Occupational education programs should be given the fullest support in growth within the regional community colleges. These programs need to be flexibly geared to the changing manpower requirements of the Kansas City metropolitan area. Continuing education for adult students, as well as occupational education for college-age students, should be provided if regional community colleges are to continue to expand enrollment, instructional programs, and facilities. Two-year colleges must continue to develop and expand remedial education programs that are flexible and responsive to individual student needs. Such programs should be subject to continual study and evaluation and regional community colleges should seek the cooperation of neighboring educational institutions in providing remedial education curricula.. Finally, individualized "foundation year" general education curricula should be provided for interested students--the rationale being that regional

community colleges by definition must expand educational opportunities to segments of the Kansas City metropolitan area population who enter higher education and the world of work with inadequate preparation. This need is likely to continue until greater progress is made in overcoming deficiencies in elementary and secondary education in the United States.

Quantitative Institutional Characteristics

* Known: During a temporal period when the general trends of enrollment in institutions of higher education is increasing slowly or stabilizing, member colleges of the Metropolitan Junior College District have demonstrated the capacity to increase headcount and FTE enrollment. Specifically, Longview Community College has experienced an increase in the 1973 spring semester enrollment (compared with the spring semester, 1972 enrollment) of 429 headcount units (17.3 percent increase), Maple Woods Community College experienced a decrease in headcount enrollment from 1613 to 1542 students (4.4 percent decrease), and Penn Valley Community College experienced an increase in headcount enrollment from 4621 to 4978 students (7.7 percent increase).

Implication: Many reasons could account for the increase in headcount enrollment demonstrated in the Metropolitan Junior College District during the 1973 spring semester. Reasons such as geographical location of regional community college facilities, parking facility availability, opening of new community college facilities, gainful institutional recruiting efforts, and the socio-psychological make-up and socio-economic background of students attending district colleges provide substance for alternative hypotheses related to enrollment expansion in colleges of the Metropolitan Junior College District. One implication is clear, however, relative to the tradition and expectation of expanding community college enrollment in the Kansas City metropolitan area: If regional community colleges are to experience continued enrollment growth, persistent institutional efforts will need to be extended to the provision of housing arrangements for students from smaller communities enrolled in district colleges; modification of institutional facilities for students with diverse educational needs; and development of expansive college financial aid programs (i.e., College Work Study, Educational Opportunity Grants, National Direct Student Loan, and institutional grants and scholarships financial aid programs) geared to meet the needs of students from low income and middle income socio-economic backgrounds; and effective implementation of a comprehensive network of community service educational programs.

* Known: Research findings demonstrate that student utilization of parking facilities at the urban community college of the Metropolitan Junior College District approximates a mean percentage utilization rate of 57 percent over a one-week instructional time period. Ample parking facilities are available at all three colleges of the district as no more than 90 percent of available parking space is used at any one time during the instructional week. Data also indicate, however, that student

utilization of college parking facilities varies according to time of day with maximum utilization occurring during the early morning and late afternoon instructional time periods and minimum utilization occurring during the early afternoon instructional time period.

Implication: While existing parking facilities are adequate to accommodate the present student population at district community colleges, additional facilities will be needed if enrollment of full-time day students and part-time evening students continues to expand in the urban and suburban colleges. Additional space will need to be added to the parking structure at Penn Valley Community College if problems of urban land utilization continue to plague commercial establishments adjacent to the Penn Valley campus.

*Known: Modes of student access to suburban community college facilities are somewhat limited due to the absence of well-developed suburban highway networks in the north and southeast sections of the greater Kansas City metropolitan area. Geographical access of the urban student population to institutional facilities at Penn Valley Community College is relatively unlimited as a result of urban thoroughfare locations in proximity to campus facilities.

Implication: If enrollment is to significantly increase in colleges of the Metropolitan Junior College District over a five to ten year period, premium value will have to be placed on the development of arterial highway networks in proximity to suburban community colleges. The present suburban thoroughfare network comprised of outdated rural roads and inadequate institutional service arteries can only serve to limit enrollment growth among population subcultures in the Kansas City metropolitan area.

* Known: Current research indicates that student access to district community colleges via metropolitan-sustained public transportation facilities (bus, commuter service trams, etc.) is extremely limited. Limitations stemming from the absence of a fully developed public transportation system are most pronounced in service areas of the suburban community colleges and least pronounced in the service region of Penn Valley Community College. Approximately 98 percent of students enrolled at Longview and Maple Woods Community Colleges travel to campus by private car or auto pool whereas 81 percent of students attending Penn Valley Community College use private means of transportation. Roughly 11 percent of Penn Valley students travel to campus by bus.

Implication: If access to college facilities is not improved in the immediate future, movement of students between district colleges will continue to lag and attrition tendency among student subgroups will continue to increase. Given the demonstrated close relationship between geographical location of college facilities and mode of transportation, significant expansion of full-time day student enrollment will be somewhat difficult to accomplish until a system of public transportation is developed in proximity to colleges of the Metropolitan Junior College District.

Qualitative Student Characteristics

*Known: Research findings reveal that characteristic differences exist between the district student population and regional census population relative to five sociological variables: sex, age, veteran status, education level of parents, and family income. Briefly articulated, the directionality of differences between student and census populations on each variable amount to the following: over-representation of the student population in the male sex category; 18 to 24 age group; non-veteran status group; and $0 to 5,999 family income category. Regional census population data indicate heavy concentrations of citizens in the following population subcultures in the Kansas City metropolitan area: women (52 percent of regional census population); citizens aged 35 and over (57 percent of regional census population); veterans (49 percent of regional census population); and citizens in the $9,000 and over family income category (59 percent of regional census population).

Implication: The fact that a prevailing milieu of educational inequity exists among particular population subgroups in the Kansas City metropolitan area makes comprehensive community college education a philosophical ideal rather than a concrete practice. If community colleges of the Metropolitan Junior College District are to conscientiously subscribe to the educational objective of comprehensive educational programming (i.e., programming inclusive of academic, general education, occupational, and community service instructional models) then wide-ranging efforts will have to be undertaken to recruit diverse sectors of the regional census population to district colleges.

*Known: Minute differences are apparent between composite student profile data obtained for students enrolled in district colleges during the fall and spring semesters of the 1972-1973 academic year. Specific characteristics under investigation were defined as follows: sex, age, veteran status, father's occupation, father's income, father's education, employment status of students, and educational degree objective. Six characteristics (sex, age, veteran status, father's occupation, father's education, and employment status of students) exhibit insignificant variation among fall semester and spring semester student subgroups. Two remaining characteristics, family income and educational degree objective, demonstrate marked variation in student response patterns between students enrolled during fall and spring semesters.

Implication: Much data is available relative to profile characteristics for students enrolled in colleges of the district on a semester-to-semester basis. Given a condition, however, in which enrollment composition of the Metropolitan Junior College District is characterized by a) over-representation of specialized student subgroups, and b) stringent adherence to a norm of constant equilibrium over a period of one academic year, several questions are warranted which relate to role and scope of regional community college educational programs in the Kansas City metropolitan area. These questions are defined as follows: What types of educational programs appeal to diverse segments of the regional

census population? What impact do characteristics of the district student population have upon citizens in the Kansas City metropolitan area? What is the college-attendance potential of regional citizens with similar financial resources but different educational motivations? What types of recruiting efforts might education decision-making personnel use to attract regional citizens to district community colleges? What types of perceptions do inhabitants of the Kansas City metropolitan area have of district colleges?

*Known: Research findings demonstrate that moderate differences in student profile characteristics do exist between new students entering district colleges between fall and spring semesters and continuing students returning to district colleges during spring semester. Eleven of twenty-eight variables significantly differentiate student subgroups; these variables are age, marital status, veteran status, enrollment status, and attendance status. However, on seventeen of twenty-eight variables differences between new and continuing student subgroups are insignificant. Cultural variables such as socioeconomic status, intellective capacity, and occupational aspirations fail to differentiate students throughout the course of one academic semester.

Implication: New and continuing students enrolled in the colleges of the Metropolitan Junior College District represent a static equilibrium in enrollment composition. The aggregate student body does not reflect the local mix of citizen characteristics in the regional census population. In view of the probability that regional secondary school enrollments will decline by approximately 19 percent by the school year 1980-1981, it would seem imperative that administrative efforts be undertaken to increase enrollment of non-traditional citizen subcultures in colleges of the Metropolitan Junior College District.

Present research has provided extensive information about important subgroups of regional community college students as well as significant citizen subgroups in the regional census population. Research has also served to expose important parameters which delimit and define institutional characteristics of regional community colleges and ecological characteristics of the Kansas City metropolitan area which may act to constrain or stimulate district community college enrollment. Very little is know about the educational aspirations of non-traditional students residing in the service area of the Metropolitan Junior College District. Additional data needs to be collected relative to the background and educational motivations of regional citizens currently not enrolled in colleges of the Metropolitan Junior College District. Moreover,

it is clear at this time that education decision-making personnel in the district possess only traditional measures to describe a potential student who does not fit the tradition. The inevitable result is that professional personnel picture the non-traditional student as being similar in educational aspirations and educational need--needs which have been developed over the years for a different type of student. Therefore, the future task of colleges within the Metropolitan Junior College District is to investigate whether, and in what ways, the institutional matrix can be brought to respond to the diverse educational needs of multi-various citizen subcultures in the Kansas City metropolitan area.

Recommendations

This examination of enrollment patterning in colleges of the Metropolitan Junior College District points up the seriousness of institutional need for educational program planning on a year-by-year basis. Whether the causes of disproportionate enrollment distribution of community citizens in district colleges are educational, social, or economic, the role of regional community colleges in serving educational needs of the entire census population in the Kansas City metropolitan area is quite open to specification. This concluding section is directed to faculty and administrators working to meet comprehensive educational needs of the regional community population. It is not a critique of institutional philosophy,programs,or practice nor is it written to stimulate transition in administrative style. Rather, the recommendations in this report are written in order to present an empirical institutional planning model that may serve as a framework within which to determine educational needs of the regional census population. The parameters of this model are delineated as follows:

1. Determination of socioeconomic characteristics of the regional census population.

2. Specification of sociological characteristics of the regional two-year college student population.

3. Comparative evaluation of census population characteristics versus student population characteristics.

4. Identification of citizen subcultures in the regional census population currently not enrolled in colleges of the Metropolitan Junior College District.

5. Development and implementation of a research methodology that will, (a) reassess educational needs of the current district student population, (b) identify educational needs of the regional secondary school student population, and (c) pinpoint educational needs of adult citizens in the regional

census population.

6. Statistical tabulation, geographical differentiation, and institutional translation of educational needs of regional population subcultures into empirical curriculum programs in district community colleges.

7. Continuous evaluation of college curriculum program viability (i.e., through assessment of enrollment trends, student satisfaction ratings, instructor evaluation, etc.) in serving educational needs of the regional census population.

8. Periodic research identification of new and emerging educational needs (expressed and unexpressed) of the regional census population.

The recommendations of this report adhere to the classification scheme outlined in the parametric model above. Briefly, four major areas of institutional activity are proposed if colleges of the Metropolitan Junior College District are to attain a proportional enrollment distribution--an enrollment distribution pattern based on numerical representation of regional population subcultures in district colleges according to their statistical representation in the 1970 census population of the Kansas City metropolitan area. These areas are defined as follows, (a) institutional recruiting requirements, (b) educational program needs, (c) institutional facility needs, and (d) research for the future. Ideal-type institutional activities that might adhere to each area are advanced in the section below.

I. Institutional Recruiting Requirements

1. Expanded institutional efforts must be undertaken to recruit women students, citizens over 35 years of age, citizens from affluent socioeconomic backgrounds, citizens with marginal educational backgrounds, physically disabled persons, and veterans residing in the Kansas City metropolitan area.

2. Thorough administrative review should be conducted relative to the need for new and revised media techniques. Considerable revision and expansion is needed in the development of pre-college information aspects of community-directed media materials.

3. Immediate attention should be extended to the need for expansion of publicity relative to district college services in the areas of financial aid and vocational placement for prospective students in the Kansas City metropolitan area.

4. Administrative efforts should be undertaken to insure that community understanding of the district open-door admissions policy is developed hand-in-hand with information pertinent to admission specifications for entrance into specific educational programs. A directive yet eclectic guidance and counseling system is necessary to bring reality into career counseling and academic advisement process, in order that students will receive maximum benefit from educational program placement.

II. Educational Programs Needs

1. Colleges of the Metropolitan Junior College District should provide outreach educational programs designed to bring selected population subcultures into the realm of the community college campus. Selected college programs and the population subcultures they might serve are delineated as follows:

Women Students

a. symposia programs for women oriented toward coverage of such topics as "Job Opportunities for Women," "Affirmative Action for Women," "Life Responsibilities of Women," "The Traditional Woman," "Feminine Roles In Today's Society," "Needs of Women in the Kansas City Metropolitan Area," and "How the Metropolitan Junior College District Can Meet Needs of Today's Woman."

b. a curriculum program for women based upon the exposition of sociological and pyschological roles of the modern woman in American society; this program would involve an interdisciplinary "mix" of courses (psychology, sociology, English, biology, history, economics, political science, etc.) relevant to life and career potential for women in contemporary society.

c. informal workshop programs for women developed upon the concept of sociological and psychological exposure to the "politics" of particular occupations--factors considered would be salary rank, opportunity for advancement, administrative techniques, effective leadership style, and other factors related to occupational mobility.

d. special counseling programs for women related to diverse needs in educational, vocational, health, and life planning areas.

e. community service programs for women which relate to day-to-day

living concerns (i.e., interior decorating, gourmet cookery, household accounting, child development, etc.) of women over twenty year of age residing in the Kansas City metropolitan area.

Senior Citizens

a. tuition-free continuing education programs for senior citizens that serve multiple purposes--vocational and basic skills development, social and intellectual enhancement, personal interest, and economic well-being.

b. pre-retirement programs for senior citizens designed to facilitate sociological and psychological adjustments to later vital life.

c. cultural, social, and recreational workshop activities geared toward providing senior citizens with a more interesting and vital life.

d. special needs oriented activities for senior citizens designed to alleviate such problems as nutrition, health, and transportation.

e. facilitative services for senior citizens to attend college such as free or reduced tuition, free admission to college sponsored cultural programs, reduced admission to institutional workshops, seminars, and forums.

f. institutional services for the elderly designed to provide campus facilities for senior citizens meetings.

g. counseling and guidance services for senior citizens relevant to employment, educational, and volunteer opportunities.

h. information and referral activities for senior citizens designed to link elderly individuals with available services in the Kansas City metropolitan area.

Students of Marginal Educational Background

a. development and implementation of remedial education, clinical, and laboratory facilities and services for students with limited educational background.

b. articulation of a degree equivalency education program enabling adult students who have not graduated from high school to earn an equivalency diploma while attending college full-time; as part of this program students would accumulate college credit toward an associate degree simultaneously with their completion of high school diploma study.

Students of Affluent Socioeconomic Background

a. enrollment of upper class students in collegiate transfer; programs of regional community colleges should be encouraged; full support should be extended to collegiate transfer programs; and maintenance should be undertaken of high quality instructional programs as full-time day students prepare for transfer to upper-level institutions.

b. community service programs should be developed for citizens of affluent socioeconomic backgrounds who desire educational preparation in such areas as recreation, consumer economics, social etiquette, and other concrete, need-based activities.

c. educational programs for adult students should have pre-arranged instructional flexibility in order to provide for employment, family obligations, and other professional and social activities.

Disabled Students

a. educational programs and services for disabled students should include instructors who are sensitive to disabled students' needs, instructional materials geared toward individual student capacities, and instructional equipment designed for use of students with partial or total disability.

b. community service programs and informal workshops should be developed for disabled students which by design would expose and treat problems of handicaps that disabled students experience in the process of securing an education.

Veteran Students

a. curriculum programs for veteran students should permit servicemen the opportunity to pursue educational goals through courses offered on base, in the evening, on weekends, and other non-traditional time frames.

b. educational programs developed for veteran students should enable servicemen to complete courses with special facility arrangements through optional non-traditional modes of instruction.

c. educational programs developed to respond to veteran students' needs should provide maximum credit for educational experiences obtained in the armed services.

d. curriculum programs established for veterans should provide special academic assistance and counseling to students in need of developmental or remedial assistance; transfer policies developed for veteran students in the Metropolitan Junior College District should permit liberal yet equivalent transfer of credits between district colleges and other institutions of higher education.

2. Curriculum Needs

Curriculum programs established for non-traditional students should be flexible enough to provide enrollment alternatives for students who are employed, have families, or other responsibilities; should provide alternative models for students with different entry behaviors; and should provide students with the possibility of challenging or testing out of specific instructional courses.

III. Institutional Facility Needs

1. Colleges of the Metropolitan Junior College District should develop and provide campus facilities on an on-going basis for social, cultural, and business activities conducted by various citizen subgroups in the Kansas City metropolitan area.

2. A fourth community college, a college without walls, should be established within the Metropolitan Junior College District to extend educational opportunities through a variety of means to citizens throughout the district. Physical facilities for such a program would be limited to the needs of students enrolling in a particular instructional program.

3. The Metropolitan Junior College District should establish, by contract with existing public transportation authorities, a public transportation system to colleges from outlying areas in the Kansas City metropolitan area as well as a transportation system located between urban and suburban areas.

4. Additional parking facilities should be developed at the urban two-year college of the Metropolitan Junior College District as well as the suburban two-year colleges. Increased space will be necessary to accommodate increasing numbers of community service and full-time day students attending district colleges on a semesterly basis.

5. Structural modifications will need to be undertaken relative to district college facilities in order to develop and implement new instructional programs for non-traditional students.

6. Articulation must be undertaken between education decision-making personnel in the Metropolitan Junior College District and civic officials in greater Kansas City relative to the need for improved and enlarged access roads to colleges of the district.

IV. Research for the Future

1. Research investigation should immediately be undertaken relative to the identification of specific educational needs of regional population subcultures in the Kansas City metropolitan area. Subcultures of particular concern are senior citizens, women students,

veteran students, disabled students, citizens from affluent socio-economic backgrounds, and citizens from limited educational backgrounds.

2. Comprehensive investigation should be conducted of the counselor guidance and educational advisement processess in colleges of the Metropolitan Junior College District.

3. Continuing educational planning research should be conducted relative to regional manpower needs of business and industry in the Kansas City metropolitan area.

4. Demographic research should be undertaken which serves to relate the educational needs of particular population subcultures in the Kansas City metropolitan area to the geographic and ecological location of these subcultures in service areas of district community colleges.

5. A systems approach to occupational curriculum planning and placement should be developed in the Metropolitan Junior College District. This plan would be subject to periodic examination and revision and would comprise a master plan for curriculum development.

Colleges of the Metropolitan Junior College District are imbued with promise for the opportunities they potentially can offer to youth and adults to increase their occupational skills, to initiate and develop an academic career, to enrich the quality of their lives, and generally to multiply their educational options and their chances to choose wisely among them. Fulfillment of these opportunities, however, will require administrative commitment from education decision-making personnel in colleges of the Metropolitan Junior College District; civic commitment from community officials in the Kansas City metropolitan area; and early adoption of expanded federal, state, and local assistance to community colleges in the United States. Four years have passed since the Metropolitan Junior College District was conceived as a political and educational reality. There have been realistic expectations that have been fulfilled, and there have been philosophical expectations which have not been fulfilled. The next five years should, without question,

be devoted to the task of definition, reaffirmation, and empirical implementation of the comprehensive educational role that colleges of the Metropolitan Junior College District must assume in the greater Kansas City metropolitan area.

APPENDIX I

Percentage Distribution of Characteristics of Students Enrolled in Colleges of the Metropolitan Junior College District: Fall Semester, 1972 and Spring Semester, 1973.

Characteristic	FALL SEMESTER 1972								SPRING SEMESTER 1973							
	Longview N= 2879		Maple Woods N= 1564		Penn Valley N= 4485		District N= 8928		Longview N= 2720		Maple Woods N= 883		Penn Valley N= 4246		District N= 7849	
Sex																
Male	1933	67%	939	60%	2147	48%	5019	56%	1825	67%	574	65%	2108	50%	4507	57%
Female	933	32%	618	40%	2299	51%	3850	43%	893	33%	308	35%	2043	48%	3244	42%
Non-Response	13	-	7	-	39	1%	59	1%	2	-	1	-	95	2%	98	1%
Age																
17-18	881	31%	422	27%	741	16%	2044	23%	575	21%	101	11%	445	10%	1121	14%
19-20	657	23%	285	18%	896	20%	1838	21%	726	27%	220	25%	903	21%	1849	24%
21-22	301	10%	179	11%	631	14%	1111	12%	264	10%	107	12%	579	14%	950	12%
23-24	206	7%	162	10%	558	12%	926	10%	254	9%	100	11%	566	13%	920	12%
25-30	395	14%	273	17%	834	19%	1502	17%	421	15%	198	22%	909	21%	1528	19%
31 & Over	421	15%	232	15%	754	17%	1407	16%	462	17%	153	17%	799	19%	1414	18%
Non-Response	18	1%	11	1%	71	2%	100	1%	18	1%	4	1%	45	1%	67	1%
Veteran Status																
Yes	628	22%	1040	66%	3179	71%	1924	22%	732	27%	263	30%	1025	24%	2020	26%
No	1918	67%	331	21%	965	22%	6137	69%	1960	72%	612	69%	3055	72%	5627	72%
Non-Response	333	11%	193	12%	341	8%	867	9%	28	1%	8	1%	166	4%	202	3%
Father's Occupation																
Professional I	57	2%	37	2%	123	3%	217	2%	56	2%	15	2%	122	3%	193	2%
Professional II	172	6%	82	5%	205	5%	459	5%	221	8%	54	6%	212	5%	487	6%
Manager/Executive	430	15%	256	16%	424	9%	1110	12%	435	16%	146	16%	401	9%	982	13%
Semi-Professional	179	6%	102	7%	194	4%	475	5%	184	7%	45	5%	201	5%	430	5%
Public Official	158	5%	65	4%	182	4%	405	5%	167	6%	41	5%	181	4%	389	5%
Proprietor	246	8%	124	8%	314	7%	684	7%	249	9%	88	10%	307	7%	644	8%
Sales or Skilled Clerical	121	4%	80	5%	202	5%	403	5%	121	4%	41	5%	194	5%	356	5%
Skilled Labor									515	19%	183	15%	623	15%	1321	16%
Semi-Skilled/ General Labor	642	22%	404	26%	1156	26%	2202	25%	216	8%	88	13%	553	13%	857	11%
Retired	215	7%	113	7%	405	9%	733	8%	222	8%	64	12%	492	12%	778	10%
Unemployed	15	1%	8	-	60	1%	83	1%	14	-	7	2%	79	2%	100	1%
Non-Response	644	22%	293	19%	1220	27%	2157	24%	320	12%	111	21%	881	21%	1312	17%

Characteristic	FALL SEMESTER 1972								SPRING SEMESTER 1973							
	Longview		Maple Woods		Penn Valley		District		Longview		Maple Woods		Penn Valley		District	
Family Income																
0 - 2999	21	1%	11	1%	127	3%	159	2%	46	2%	24	3%	239	6%	309	4%
$3000 - 5999	53	2%	34	2%	234	5%	321	4%	136	5%	56	6%	485	11%	677	9%
$6000 - 7499	90	3%	41	3%	206	6%	337	4%	165	6%	51	6%	381	9%	597	8%
$7500 - 8999	139	5%	58	4%	191	4%	388	4%	219	8%	78	9%	376	9%	673	9%
$9000 - 11,999	346	12%	170	11%	297	7%	813	9%	590	22%	165	19%	666	16%	1421	18%
$12,000 & Over	572	20%	317	20%	468	10%	1357	15%	1015	37%	309	35%	870	20%	2194	28%
Non-Response	1658	58%	933	60%	2962	66%	5553	62%	549	20%	200	23%	1229	29%	1978	25%
Father's Education																
Elementary	268	9%	153	10%	540	12%	961	11%	281	10%	117	13%	585	14%	983	13%
Some High School	333	12%	205	13%	687	15%	1225	14%	350	13%	144	16%	721	17%	1215	15%
High School Graduate	844	29%	487	31%	1132	25%	2463	28%	830	31%	250	28%	1035	24%	2115	27%
Some College	469	16%	247	16%	633	14%	1349	15%	517	19%	154	17%	584	14%	1255	16%
Associate	79	3%	44	3%	75	2%	198	2%	91	3%	30	3%	106	2%	227	3%
Bachelor's	180	6%	93	6%	221	5%	494	5%	215	8%	62	7%	243	6%	520	7%
Master's	94	3%	51	3%	153	3%	298	3%	112	4%	24	3%	130	3%	266	3%
Doctorate	45	2%	31	2%	104	2%	180	2%	53	2%	14	2%	104	2%	171	2%
Non-Response	567	20%	253	16%	940	21%	1760	20%	271	10%	88	10%	738	17%	1097	14%
Hours of Work Per Week																
1-10 hours	265	9%	138	9%	494	11%	897	10%	99	4%	21	2%	251	6%	371	5%
11-20 hours	493	17%	195	12%	603	13%	1291	14%	416	15%	74	8%	530	12%	1020	13%
21-30 hours	305	11%	113	7%	311	7%	729	8%	323	12%	92	10%	382	9%	797	10%
31-40 hours	1251	43%	777	50%	2107	47%	4135	46%	1336	49%	557	63%	2057	48%	3950	50%
Non-Response	565	20%	341	22%	970	22%	1876	21%	546	20%	139	16%	1026	24%	1711	22%

Characteristic	FALL SEMESTER 1972								SPRING SEMESTER 1973							
	Longview		Maple Woods		Penn Valley		District		Longview		Maple Woods		Penn Valley		District	
Educational Degree Objective																
None	-	-	-	-	-	-	-	-	232	9%	108	12%	239	6%	579	7%
Certificate	793	28%	391	25%	1298	29%	2482	28%	62	2%	24	3%	173	4%	259	3%
Associate	982	34%	515	23%	1347	30%	2844	32%	613	23%	196	22%	1176	28%	1985	25%
Bachelor's	445	15%	176	11%	798	18%	1419	16%	1050	39%	338	38%	1359	32%	2747	35%
Master's	118	4%	60	4%	241	5%	419	5%	470	17%	123	14%	671	16%	1264	16%
Doctorate	80	3%	70	4%	197	4%	347	4%	149	5%	33	4%	242	6%	424	5%
Other	299	10%	203	13%	282	6%	784	9%	66	2%	28	3%	119	3%	213	3%
Non-Response	162	6%	149	10%	322	7%	633	7%	78	3%	33	4%	267	6%	378	5%

APPENDIX II

Percentage Distribution of Characteristics of New and Continuing Students Enrolled in Colleges of the Metropolitan Junior College District: Spring Semester, 1973.

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New N= 747	Continuing N= 1971	New N= 338	Continuing N= 954	New N= 1092	Continuing N= 2815	New N= 2177	Continuing N= 5560
Sex								
Male	63%	68%	54%	67%	48%	50%	54%	58%
Female	36%	32%	46%	33%	48%	49%	44%	41%
Non-Response	-	-	-	-	4%	1%	2%	1%
Race								
White	96%	97%	96%	96%	58%	61%	77%	79%
Black	3%	1%	1%	1%	32%	31%	17%	16%
Indian	-	-	-	-	-	-	-	-
Spanish	1%	1%	1%	1%	2%	3%	2%	2%
Oriental	-	-	1%	-	-	1%	-	-
Other	-	1%	-	1%	1%	1%	1%	1%
Non-Response	-	-	-	-	5%	2%	3%	1%
Age								
17-18	23%	22%	20%	17%	11%	11%	17%	16%
19-20	15%	31%	21%	31%	18%	23%	17%	27%
21-22	11%	8%	10%	10%	15%	13%	13%	11%
23-24	12%	8%	9%	9%	15%	12%	13%	10%
25-30	16%	15%	19%	19%	22%	20%	19%	18%
31 & Over	23%	15%	19%	14%	17%	20%	19%	17%
Non-Response	1%	1%	1%	1%	2%	1%	1%	1%
Marital Status								
Single	49%	63%	53%	61%	57%	60%	54%	61%
Married	51%	37%	47%	39%	37%	38%	43%	38%
Non-Response	-	-	-	-	6%	2%	3%	1%
Veteran Status								
Yes	33%	24%	26%	26%	25%	23%	29%	24%
No	65%	75%	73%	73%	68%	74%	68%	74%
Non-Response	2%	1%	1%	1%	7%	3%	4%	2%
Enrollment Status								
Part-Time	71%	42%	62%	45%	61%	51%	65%	47%
Full-Time	24%	56%	31%	54%	28%	46%	27%	51%
Non-Response	5%	2%	7%	1%	11%	3%	8%	2%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Financial Status								
Dependent on parents	23%	26%	24%	23%	13%	16%	18%	20%
3/4 Dependent	1%	4%	3%	4%	1%	2%	1%	3%
1/2 Dependent	3%	5%	4%	6%	3%	4%	3%	5%
1/4 Dependent	2%	4%	1%	4%	2%	3%	2%	3%
Independent	63%	58%	62%	60%	67%	65%	65%	62%
Non-Response	8%	4%	6%	3%	13%	9%	10%	6%
Employment Status								
Employed	79%	77%	81%	78%	74%	72%	77%	75%
Not Employed	18%	22%	17%	21%	17%	24%	18%	23%
Non-Response	3%	1%	2%	1%	8%	4%	5%	2%
Hours of Work Per Week								
1-10 hours	3%	3%	2%	3%	5%	6%	4%	5%
11-20 hours	12%	18%	9%	15%	11%	14%	11%	15%
21-30 hours	7%	14%	14%	15%	8%	10%	8%	12%
31-40 hours	59%	44%	57%	46%	52%	46%	55%	45%
Non-Response	19%	21%	19%	22%	24%	24%	22%	23%
High School Graduate								
Yes	89%	98%	91%	98%	84%	94%	87%	96%
No	8%	2%	7%	1%	9%	3%	8%	3%
Non-Response	2%	-	1%	-	7%	2%	5%	1%
High School Grade Point Average								
A - 4.00	3%	3%	4%	3%	3%	3%	3%	3%
B - 3.00	35%	41%	40%	42%	32%	39%	35%	40%
C - 2.00	41%	43%	38%	44%	39%	41%	39%	43%
D - 1.00	2%	2%	1%	2%	1%	1%	1%	2%
Non-Response	19%	10%	17%	8%	25%	15%	22%	12%
High School Class Rank								
Upper 1/4	24%	27%	22%	26%	21%	23%	22%	25%
Second 1/4	26%	32%	27%	30%	23%	28%	26%	30%
Third 1/4	21%	23%	23%	27%	22%	25%	21%	25%
Lower 1/4	5%	4%	3%	5%	4%	4%	4%	4%
Non-Response	24%	13%	25%	12%	30%	21%	27%	17%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Fathers Occupation								
Professional I	2%	2%	2%	2%	3%	3%	2%	3%
Professional II	6%	9%	5%	8%	5%	5%	5%	7%
Manager/ Executive	18%	15%	17%	19%	9%	9%	13%	13%
Semi-Profession	5%	7%	4%	6%	4%			
Public Official or Supervisor	6%	6%	5%	5%	5%	4%	5%	5%
Proprietor	9%	9%	10%	10%	8%	7%	9%	8%
Sales or Skilled Clerical	3%	5%	6%	4%	3%	5%	4%	5%
Skilled Labor	18%	19%	21%	19%	14%	15%	16%	17%
Semi-Skilled	8%	8%	9%	10%	12%	14%	10%	11%
Retired	10%	8%	7%	8%	11%	12%	10%	10%
Unemployed	1%	-	1%	-	2%	2%	1%	1%
Non-Response	14%	10%	14%	9%	24%	20%	19%	15%
Parents Income								
0 - 2999	2%	1%	2%	3%	6%	6%	4%	4%
$3000 - 5999	4%	5%	6%	6%	12%	11%	8%	8%
$6000 - 7499	5%	7%	5%	6%	8%	9%	7%	8%
$7500 - 8999	8%	8%	10%	9%	8%	9%	8%	9%
$9000 - 11,999	21%	22%	19%	18%	15%	15%	18%	18%
$12,000 and over	38%	37%	31%	37%	21%	20%	28%	29%
Non-Response	22%	19%	28%	22%	30%	29%	27%	24%
Fathers Education								
Elementary	11%	10%	12%	11%	13%	14%	12%	12%
Some High School	13%	13%	17%	13%	16%	18%	15%	15%
High School Graduate	29%	31%	25%	34%	24%	24%	26%	28%
Some College	18%	19%	16%	19%	12%	14%	15%	17%
Associate	3%	4%	2%	4%	2%	3%	2%	3%
Bachelor's	7%	9%	9%	6%	7%	5%	7%	6%
Master's	4%	5%	3%	4%	3%	3%	3%	4%
Doctorate	2%	2%	3%	2%	3%	2%	2%	2%
Non-Response	14%	8%	12%	7%	20%	16%	17%	12%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Attendance Status								
Day	44%	68%	52%	72%	46%	63%	46%	66%
Evening	51%	31%	43%	28%	44%	33%	46%	31%
Weekend	4%	1%	2%	1%	4%	2%	3%	2%
Non-Response	1%	-	3%	-	7%	2%	4%	1%
Class Status								
Freshmen	74%	52%	74%	57%	67%	45%	71%	49%
Sophomore	18%	47%	17%	43%	20%	52%	19%	49%
Non-Response	8%	1%	9%	-	13%	3%	10%	2%
Home Residence								
With Parents	35%	56%	40%	52%	28%	37%	32%	46%
Room or Apartment	18%	10%	15%	12%	30%	34%	24%	17%
Own Home	41%	31%	41%	34%	28%	21%	35%	32%
Other	5%	3%	4%	2%	8%	5%	6%	4%
Non-Response	-	-	-	-	5%	3%	3%	1%
Commuting Distance								
0- 5 miles	35%	26%	38%	35%	45%	42%	40%	36%
6-10 miles	37%	42%	42%	40%	29%	31%	34%	36%
11-15 miles	17%	20%	13%	15%	12%	14%	14%	16%
Over 15 miles	10%	11%	6%	11%	7%	10%	8%	10%
Non-Response	2%	-	1%	-	8%	4%	4%	2%
Means of Transportation								
Car Pool	8%	5%	6%	4%	4%	4%	6%	4%
Own Vehicle	88%	93%	92%	94%	70%	76%	81%	85%
Bus	-	-	-	-	14%	11%	6%	6%
Other	3%	2%	2%	1%	6%	6%	4%	4%
Non-Response	1%	-	-	-	6%	3%	3%	1%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Percent of High School Graduating Class To College								
Over 75 percent	7%	12%	9%	10%	10%	13%	9%	12%
50-75 percent	23%	30%	25%	33%	22%	23%	23%	27%
25-49 percent	21%	30%	21%	22%	20%	23%	20%	22%
0-24 percent	9%	8%	9%	8%	11%	10%	10%	9%
Non-Response	40%	30%	36%	27%	38%	32%	38%	30%
Degree Objective								
None	19%	4%	21%	5%	11%	3%	15%	4%
Certificate	5%	1%	3%	3%	7%	3%	6%	2%
Associate	19%	24%	20%	24%	23%	30%	21%	27%
Baccalaureate	32%	41%	30%	40%	27%	33%	29%	37%
Master's	12%	20%	12%	16%	12%	18%	12%	18%
Doctorate	4%	6%	4%	6%	5%	6%	4%	6%
Other	3%	2%	2%	3%	4%	2%	3%	2%
Non-Response	6%	2%	6%	3%	11%	4%	9%	3%
Career Objective								
Professional I	7%	8%	6%	9%	9%	9%	8%	8%
Professional II	24%	28%	19%	24%	19%	21%	20%	24%
Manager/ Executive	15%	19%	19%	18%	14%	13%	15%	16%
Semi-Profession	15%	13%	14%	15%	20%	23%	17%	19%
Public Official	5%	4%	3%	4%	3%	3%	4%	4%
Proprietor	4%	3%	4%	3%	3%	1%	4%	2%
Sales or Skilled Clerk	5%	5%	10%	6%	5%	4%	6%	5%
Skilled Labor	2%	3%	3%	3%	1%	1%	2%	2%
Semi-Skilled	1%	1%	-	-	1%	-	1%	-
Retired	-	-	-	-	-	1%	-	-
Unemployed	-	-	2%	-	-	-	1%	-
Non-Response	20%	16%	21%	16%	25%	23%	23%	20%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Reason for Pursuing a College Education								
Prepare for Immediate Employment	19%	25%	20%	24%	22%	28%	20%	26%
Assist in Present Job	22%	17%	26%	17%	24%	18%	24%	17%
Prepare for 4-yr College	40%	52%	37%	49%	35%	42%	37%	46%
Personal Pleasure	12%	5%	12%	5%	7%	4%	9%	4%
Non-Response	7%	2%	6%	4%	13%	9%	10%	6%
Reason for Enrollment in MJCD								
Low Cost	27%	50%	24%	49%	28%	45%	27%	47%
Live at Home	10%	15%	18%	12%	8%	9%	10%	12%
Work in Home Town	23%	15%	25%	16%	23%	17%	23%	16%
Try College	13%	5%	11%	7%	11%	7%	12%	6%
Other	14%	9%	10%	9%	11%	10%	12%	9%
Non-Response	13%	6%	11%	7%	19%	13%	16%	9%
Plan To Continue Enrollment								
Yes	74%	75%	72%	82%	74%	75%	74%	76%
No	18%	22%	20%	16%	13%	19%	16%	19%
Non-Response	8%	3%	9%	2%	13%	6%	10%	4%
Reason for Non-Continuation of Enrollment								
Financial	-	-	-	-	1%	-	1%	-
Academic	-	-	1%	-	-	-	-	-
Parents	-	-	-	-	-	-	-	-
Graduation	1%	8%	-	3%	1%	7%	1%	7%
Transfer	9%	12%	9%	9%	8%	9%	8%	10%
Dissatisfaction	-	-	-	-	-	-	-	-
Military	2%	-	-	-	-	-	1%	-
Job	2%	1%	4%	1%	2%	1%	2%	1%
Other	3%	1%	4%	1%	1%	1%	2%	1%
Non-Response	82%	77%	82%	84%	87%	81%	84%	80%

Characteristic	College							
	Longview		Maple Woods		Penn Valley		District	
	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Transfer Plans								
Yes	40%	62%	38%	57%	35%	54%	37%	57%
Did plan to but not at present time	1%	2%	2%	1%	1%	2%	1%	2%
No	28%	16%	29%	17%	24%	20%	26%	18%
Uncertain	24%	18%	25%	21%	25%	18%	25%	18%
Non-Response	7%	2%	6%	3%	15%	7%	11%	5%

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